

Center for Community Arts and Cultural Policy



Annual Bulletin 2005-2006

*The University of Oregon Center for
Community Arts and Cultural Policy
(CCACP) sustains and strengthens arts,
culture, and heritage in the American West
through research policy, education, and
community engagement.*

Table of Contents

Letter from the Director	2
Research Initiatives	4
Center Publications	5
Community Arts	6
Cultural Policy	8
Cultural Heritage	10

Letter from the Director

The University of Oregon's Institute for Community Arts Studies was established in 1965 by a founding gift from the Lila Wallace Foundation as a research and public service organization within the School of Architecture and Allied Arts. The Institute was founded to promote and implement research, professional education, and community programs concerned with public participation, appreciation, and understanding of the arts. Toward this end, the Institute has supported such statewide research projects as the Community Arts Study Program (1966-1968), and the Study of Arts Education in the Community (1984-1986). In 1995, the Institute established a renewed focus on community arts and cultural policy, in collaboration with the newly formed arts management graduate degree of the Arts and Administration Program. *ICAS On-line*, an electronic forum for discussion and dissemination of current community arts and cultural policy issues, and *CultureWork*, an electronic publication for practitioners, were created.

In 2005 participating faculty in the University of Oregon's Institute for Community Arts Studies decided to re-focus and revitalize the Institute as a Center for Community Arts and Cultural Policy. The revitalization was announced on October 6, 2005 at the 31st annual international conference on Social Theory, Politics, and the Arts. The University of Oregon's Arts and Administration Program hosted the 31st annual international conference on Social Theory, Politics and the Arts (STP&A) from October 6 to 8, 2005. AAD faculty member and Center co-associate director Dr. Patricia Dewey served as the 2005 conference chair.

Revitalization of the Institute for Community Arts Studies as a Center for Community Arts and Cultural Policy

The conference took place on the University of Oregon's campus in the Erb Memorial Union. A total of eight parallel sessions took place during

the conference with presentations of 88 research papers. Over 140 people attended the conference, representing 10 countries and 20 states in the United States. Following the 2005 STP&A conference, research initiatives were launched in intermedia, community youth arts, cultural development in the Pacific Northwest, and European Union cultural policy.

The ePortfolio pilot project (2005-2008) received generous support through a grant by the University of Oregon Education Technology Committee. The pilot project was launched in the UO Arts and Administration Program under the leadership of the Center's co-associate director Dr. Lori Hager. Participating students designed, developed, and published their ePortfolios in support of their internships, research, and career advancement.

In support of the Center's capacity building for cultural policy advocacy initiative, graduate students enrolled in the Arts and Administration Program Cultural Policy course participated in a class applied research project titled "Toward a State-Wide Cultural Policy Infrastructure in Support of the Oregon Cultural Trust." Students presented their key findings to eight leaders from Oregon's cultural policy sector and two state representatives in the Oregon legislature on March 15, 2006.

It is particularly noteworthy that Assistant Professor Patricia Dewey and graduate student Susan Appe both received Fulbright research awards in April, 2006. Dewey's and Appe's research efforts serve to further the international cultural policy research initiative underway, and reinforce the increasing international focus of the University of Oregon School of Architecture and Allied Arts.

In our ongoing effort to integrate our research with our teaching and community engagement, we recognize the importance of affording our students and our various constituencies the opportunity to interact with leading scholars and professionals in our field from throughout Oregon and the Pacific Northwest region. Invited guests to the 2005-2006 Visiting Scholar Series included John Frohnmayr (Chair, National Endowment for the Arts 1989-1992),

Kris Tucker (Washington State Arts Commission), Linda Frye-Burnham (Community Arts Network, Art in the Public Interest), Michael Rohd (Sojourn Theater), Sharon Morgan (Oregon Alliance for Arts Education), Michael Fridley (Oregon Department of Education), Vicki Poppen (Oregon Arts Commission), Jeff Eaton (Oregon Mozart Players), Erick Martin (Eugene Symphony), Riley Grannan (Eugene Ballet), Carol Phillips (Hult Center), and Ginerva Ralph (The Shedd Institute). We thank all our guests for their participation in our 2005-2006 Visiting Scholar Series.

The 2006-2007 academic year will see continued integration of Center activities with the teaching mission of the Arts and Administration and the Historic Preservation Programs. Workshops and trainings in design and applications specific to ePortfolios will expand throughout the School of Architecture and Allied Arts. Partnerships will be explored with Folklore, the UO Humanities Center, and Continuing Education.

A concentration on development and advancement initiatives associated with external funding will be pursued. A conference travel support program for UO students will be introduced to promote student engagement and scholarship exchange.

The Center will assist with publication of the summer 2007 issue of the Journal of Arts Management, Law and Society, which focuses on European Union enlargement and European cultural policy development. We anticipate publication of a community arts anthology titled "Emerging Trends in Community Arts Programming and Professional Preparation."

Many successes during 2005-2006 would not have been possible without support from the Arts and Administration Program, the School of Architecture and Allied Arts, the UO Cultural Forum, and the Office of the Vice President for Research. We greatly appreciate the support received to develop initiatives that can sustain and strengthen arts, culture,

and heritage through research, policy, education, and community engagement. Thank you to our supporters and collaborators.

- Dr. Doug Blandy



Doug Blandy announcing the revitalization of the Institute for Community Arts Studies during the opening reception of the 2005 Social Theory, Politics and the Arts Conference.

Center Staff

Arts and Administration Program

Doug Blandy, Director

Patricia Dewey, Associate Director, Cultural Policy

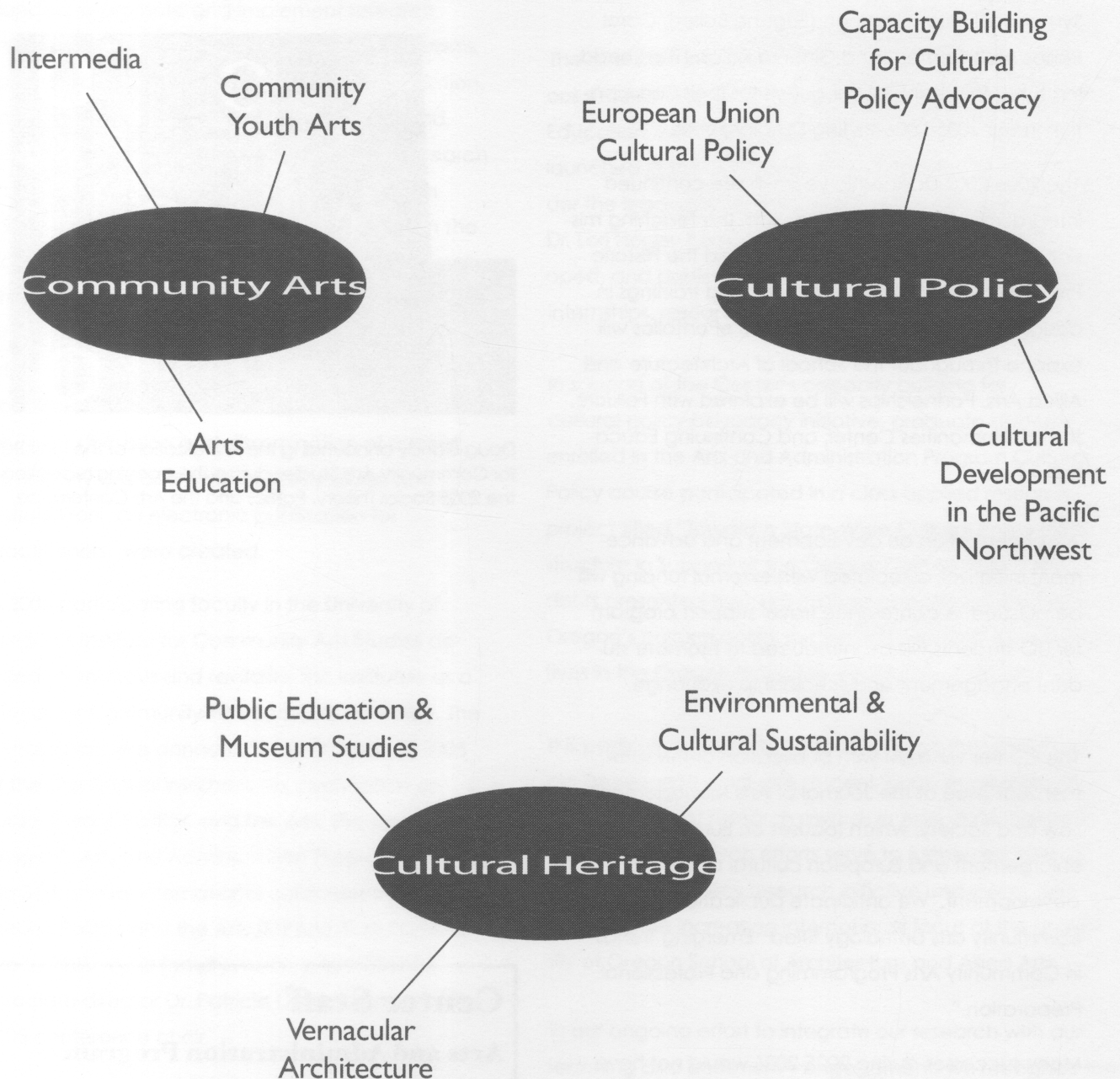
Lori Hager, Associate Director, Community Arts

Historic Preservation Program

Kingston Heath, Associate Director, Cultural Heritage

Center Research Initiatives 2005-2006

Main Objectives: Civic Engagement and Cultural Resource Development



CultureWork

CultureWork is an electronic publication of the University of Oregon Center for Community Arts and Cultural Policy. Its mission is to provide timely workplace-oriented information on culture, the arts, education, policy and community.

Journal of Arts Management, Law, and Society

Patricia Dewey was appointed Book Review Editor of the Journal of Arts Management, Law, and Society (JAMLS) in fall 2005. This academic journal is a leading international resource for arts policymakers and analysts, sociologists, cultural administrators and educators, as well as many other stakeholders in the arts and culture sector. Dr. Dewey served as guest editor for the fall 2006 issue of JAMLS, which is comprised of selected papers with the theme "cultural development" presented at the October 2005 STP&A conference. She will also edit the summer 2007 issue of the journal, which will focus on developments in European Union cultural policy.

Community Arts Anthology

A series of panels composed of scholars that focused specifically on community arts were organized for the 2005 conference on Social Theory, Politics and the Arts, which took place at the University of Oregon. Scholars presented research in three areas of Community Arts: Higher Education, Youth, and Cultural Development. Participants presented papers that called attention to policies and programs, and the ways in which youth education and community cultural development inform the Community Arts field. Panelists also delineated and conceptualized professional development and academic preparation within the field. A selection of papers presented by the community arts panelists at the STP&A Conference will be published in a community arts anthology.

2005-2006 CultureWork Issues:

May 2006. Vol. 10, No. 2: *Recognizing Artists as Public Intellectuals: A Pedagogical Imperative*, Jodi Kushins

February 2006. Vol. 10, No. 1: *From Concept to Creation: A Museum Makeover with Big Ideas and a Small Donor Base*. Patricia Krier and Thomas Connolly. *The Museum's Community Role*, Alice Parman

October 2005. Vol 9, No. 4: *From Termination to Triumph: Reflecting on the First Ten Years of the University of Oregon Arts and Administration Program*, Elizabeth Hoffman

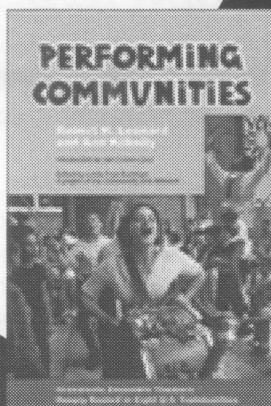
March 2005. Vol. 9, No. 3: *Quotes, Qualms, and Questions: The Impact of June King and Vincent Lanier on My Life and Beyond*, Paul Bolin. *Explorations of Visual Culture: Written on the Body*, Laurie Hicks. *Community Arts in a Digital Age*, Kristin G. Congdon



Journal of Arts Management, Law, and Society

OPEN
FORUM
EVENTS
WITH
LINDA
FRYE
BURNHAM

JOIN US



APRIL 26

**"Community Conversations:
Living, Working, and Creating in
Community-Based Arts"** The Shedd,
868 High St, Eugene, 10am-Noon

**"Campus Conversations: Social Activism in the
Arts"** University of Oregon, Skylight Room of the
EMU,

Above: Flyer for the *Visiting Scholar Series* with special guest Linda Frye Burnham.

Research Initiatives

CCACP Community Arts includes three programmatic and research initiatives: Community Youth Arts, Teaching the Arts, and Intermedia. Each area is linked to research, course development, and student professional and academic preparation in the various arts areas related to each initiative area. Initiatives also include opportunities for external funding, and long-term interdisciplinary collaboration potential.

Community Youth Arts (CYA)

CYA links arts organizations, community youth organizations, parks and recreation, social services and other nonarts organizations, schools and universities to offer arts learning during out-of-school time including afterschool, weekends, and summers for the purposes of social and community development, and arts participation.

This initiative has two broad goals: to work in conjunction with state and regional partners to develop research agendas and related policy priorities in community youth arts; and, to establish a baseline and needs analysis of community youth arts in Eugene as a model for research in the rest of the state.

Teaching in the Arts

This initiative recognizes the critical importance of training artists and arts leaders to work and teach in community and school settings; and to prepare artists as entrepreneurs, through training as creative and performing artists, teaching artists, and arts leaders. In recognition of major national trends striving to increase training of in-school and out-of-school time arts staff and teaching artists in programs that link schools, universities, and arts organizations in quality arts experiences for youth, research will examine local capacity development for teaching artists. The goal of the applied research is to provide a baseline and needs assessment of current conditions in order to assist in policy formation and professional development curriculum for teaching artists and other cultural sector leaders.

Intermedia

ePortfolios enhances linkages between professional preparation, academic coursework, and technological applications by supporting students, courses, and project advancement.

ePortfolios is a three-year initiative supported through a grant by the University of Oregon Education Technology Commit

community arts

Social Theory, Politics & the

2005 INTERNATIONAL CONFERENCE

The UO Arts and Administration hosted the 2005 international conference on Social Theory, Politics, and the Arts, which involved presentations of 88 research papers and the participation of 140 attendees, representing 10 countries and 20 U.S. states. The STP&A conference is an inter-disciplinary gathering of researchers, policy makers and practitioners, which highlights current and conceptual issues in the development of cultural policy, theory, and arts administration practices in the United States and abroad. The annual conference welcomes participation from a broad range of disciplines, including, but not limited to, sociology, political science, management, economics, law, arts education, history and art history, and museum studies, as well as more applied policy and management perspectives.

Cultural Development

The main theme of the 2005 conference was cultural development. Panels were presented in each session along four tracks: Arts Education, Community Engagement, and Community Cultural Development; The Creative Sector, Cultural Industries, and Cultural Planning; Cultural Policy, including Philosophical and Economic Perspectives;



Arts and Administration Program Student Conference
Coordinators: Becky Guy, Laura Young, Noemi Pena & Abbey Norris

Cultural Heritage, Technology, Arts Management, and Artists. 88 papers were presented on a wide range of topics.

Launch of the Center

The opening reception of the conference provided an international forum for a public announcement and celebration of the revitalized Institute for Community Arts Studies – now renamed as the Center for Community Arts and Cultural Policy. This opening event, which was held at the Jordan Schnitzer Museum of Art, included remarks on the importance of research centers in community arts and cultural policy research as well as a performance including several UO School of Music faculty members.

"Findings from my research on cultural development in the Pacific Northwest suggest that it is necessary but no longer sufficient for arts administrators to be good organizational managers.

What is increasingly demanded is the capacity for leaders in the field to proactively influence the public policy context in which the arts will be able to flourish. I see the integration of teaching, research, and community engagement as vital to the development of future leaders for the arts and culture sector."

Dr. Patricia Dewey
CCACP Associate Director
Arts and Administration Program

cultural policy

Research Initiatives

In 2005-2006, several long-term Center cultural policy research projects were launched: a study on Cultural Development in the Pacific Northwest, and research in international (comparative) cultural policy. Dr. Dewey's current study of European Union cultural policy explores development of a supranational model of cultural policy, addressing a gap in comparative cultural policy scholarship that is based on nation-state models. A research project on comparative Canadian/US cultural policy relative to cultural development will be initiated in the future. Theory and practice intersect in the multi-year initiative planned for Capacity Building for Cultural Policy Advocacy.

What is cultural policy?

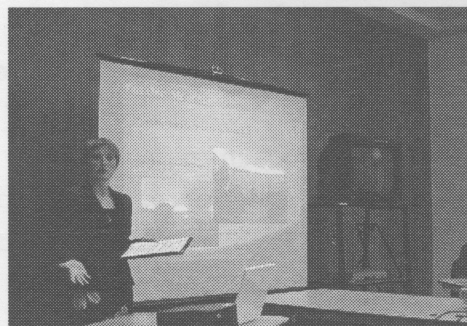
The academic field of cultural policy is concerned with analyzing the formulation, implementation, and evaluation of public policies that influence the health, strength, and vibrancy of the arts and culture sector. Sustained applied research and education in cultural policy will help to cultivate future leaders in the cultural sector who have the commitment and capacity to advocate for the public value and the public purposes of the arts in our society.

Integrating Teaching, Research, and Community Engagement

Students participated in a class applied research project titled "Toward a State-Wide Cultural Policy Advocacy Infrastructure in Support of the Oregon Cultural Trust." Eight leaders from Oregon's cultural policy sector and two state representatives in the Oregon legislature served as discussants during the student research teams' public presentation of key findings and recommendations on March 15, 2006.

The class research project provided essential background information in support of the Center's Capacity Building for Cultural Policy Advocacy initiative.

Students in the 2007 Cultural Policy course will examine urban cultural planning and capacity building for cultural policy advocacy.



Britteni Sojka presents her findings and recommendations to leaders in Oregon's cultural policy sector May 15, 2006.

Capacity Building for Cultural Policy Advocacy

Students enrolled in the Arts and Administration Program's winter 2006 Cultural Policy course explored theory and practice of public policy for the arts. Kris Tucker, executive director of the Washington State Arts Commission, visited the class to discuss with students major challenges and opportunities currently facing state and local arts agencies in the United States. John Frohnmayer, chair of the National Endowment for the Arts from 1989 to 1992, shared his unique insight and experiences in leading the NEA through the "culture wars" of the early 1990s.

Preservation Research Experiences

During the 2005-2006 academic year, student efforts to record and interpret historic properties of ethnic and under-represented groups included an analysis of the Jewish pioneer cemetery in Albany, Oregon, and the Japanese-American residential baths (furos) near Hood River, Oregon. Such individual efforts by students were augmented by several lecture series, such as the "Preserving Outside the Lines and Across the Tracks." The Historic Preservation program continues to stress issues of diversity in historic preservation. In 2005, Ned Kaufman of the Pratt Institute gave a lecture entitled "The Diversity Deficit in Heritage Conservation," and program director Dr. Kingston Heath presented a paper at the international I.C.O.M.O.S. conferences in Thailand on the role of field studies in sustaining cultural heritage.

Pacific Northwest Field School

Donald Peting is the founding Director of the PNW Preservation Field School summer programs and an Emeritus Architecture Professor at the University of Oregon. Past faculty at The Pacific Northwest Field School are affiliated with the U.S. National Park Service, U.S. Bureau of Land Management, Oregon State Department of Parks & Recreation, Oregon State University, the University of Oregon, Washington State Parks and Recreation Commission, Washington State Office



Pacific Northwest Field School instructor John Platz reviewing Historic Photo of Gilbert's Cabin (c. 1893) North Cascades National Park, 2006 Field School

of Archaeology & Historic Preservation, and the professional community. The 2006 Pacific Northwest Field School summer project included the stabilization and log replacement of a c.1893 Trapper's cabin (Gilbert's cabin) in Washington's North Cascades National Park.

Italy Field School

In 2005, the 7th annual Italy Field School attracted a range of participants from practicing cultural resource professionals to graduate and undergraduate students from Historic Preservation, Architecture and Landscape Architecture. Their participation added an exciting international dimension to the Historic Preservation Program. In the Italy Field School, regional scholars guide student explorations of medieval villages. The history, culture and regional patterns related to the distinctive stone architecture of the Ossola Valley is documented and interpreted. Each summer there are hands-on building projects taught by a local master crafts person, such as the "Reading the Cultural Landscape" and "Field Recording Methods and Analysis classes."



heritage
cultural

Historic Preservation Program

The cultural heritage focus area of the Center is coupled with the teaching philosophy of the University of Oregon's Historic Preservation Program. The Historic Preservation program is perhaps best described as having broad cultural concerns with a technical emphasis. Attention is given to historic places, buildings, and landscapes in terms of their specific forms, materials, and construction; the cultural and theoretical context in which they were developed; the impact of time upon their materials, meanings and functions; and the technologies, interpretations and means for sustaining the presence of historic places in the future. Classes are augmented by fieldwork in the urban, suburban, and rural areas of the region. Now in its 12th year, the Pacific Northwest summer field school for in-coming graduate students provides hands-on experience in the preservation of Pacific Northwest historic resources. The Historic Preservation Program also sponsors a summer field school in Canova, Italy.

In addition to providing hands-on training through the Pacific Northwest Field School and the Italy Field School in what might be considered mainstream preservation activities, the Historic Preservation program emphasizes the preservation of cultural heritage: issues of diversity, identity and community. This includes a concern for not only how various ethnic groups shaped buildings and landscapes in the distant past but how similar settings are re-produced by cultural groups in the emerging present.

Above quote from Kingston Heath's paper "Interpreting Regional Identity Amidst change: The role of Vernacular Studies" to be published in Perspectives in Vernacular Architecture, Special Anniversary Edition, Minneapolis, University of Minnesota Press, 2006.

What makes place?

"While there are many factors that contribute to the distinctive character of a locale, and there are many effective means of interpreting regional identity, I embrace the humanist premise that buildings and settings, alone, do not make place: people, in their interactions with the natural and built environment, make place."

Kingston Heath, Ph.D.
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SCHOOL OF
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committed to cultural diversity.